



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

Executive Headteacher - Primary





CONTENTS

| | |
|-------------------------------|----|
| WELCOME | 3 |
| ABOUT THE ROLE | 4 |
| ABOUT INSPIRE EDUCATION TRUST | 10 |
| WELLBEING & SUPPORT | 14 |
| PERSON SPECIFICATION | 15 |
| MAKING AN APPLICATION | 17 |
| HOW TO FIND US | 18 |
| FAQ'S | 19 |
| STAFF TESTIMONIALS | 21 |
| PRIVACY NOTICE | 23 |



Inspire Education Trust
Together we achieve, individually we grow



WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do, and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

Deputy CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.

We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.



As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

Rob Darling – Deputy CEO

ABOUT THE ROLE

| | |
|---------------------|---------------------------------|
| Post Title | Executive Headteacher - Primary |
| Salary Range | L27-L32 |
| Reporting to | Deputy CEO |
| Status | Full time, Permanent |
| Flexibility | Flexible hours available |

Job Purpose

In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document: To provide strategic leadership and hold overall accountability and direct line management for the direction of a number of Inspire Primary Academies which will be defined either by location or need.

- To be an advocate and champion of the work of Inspire Education Trust and its schools.
- Work collaboratively with the CEO, Deputy CEO, Central School Improvement Team leads, Headteachers and Local Governing Committees to provide effective leadership for the Inspire schools which secure their success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and



- achievement in accordance with statutory requirements.
- Promote and enhance the wellbeing of the teams, developing a distributed leadership, nurturing opportunities for all staff to learn and grow to their full potential.
 - Secure the long-term success of a number of Inspire Primary Academies and the Trust by maximising the skills and resources held across the schools, ensuring a sustainable model is created for future growth.
 - Support the building of system-wide leadership capacity at all levels through actively improving and inspiring leaders of the future.
 - Support the development of staffing structures and roles, responsibilities and expertise that allow the schools to continue to sustain the best talent, improve, share best practice and grow dependent on phase of school improvement journey.
 - Secure validation through external inspection and quality assurance procedures that are reported to the Trust.
 - Contribute to the safeguarding and promotion of the welfare and personal care of children and young people regarding Keeping Children Safe in Education.
 - Manage the school's resources effectively to facilitate continued improvement to deliver the school and Trust's visions and plans.

In addition to the Executive Headteacher, each school will also have a Headteacher and, as such, responsibilities/duties may be delegated by the Executive Headteacher as appropriate ensuring they follow the core values and priorities set out by the Trust. For example, it is expected that much of the operational leadership and management of each school would be delegated to the Headteacher. However, both the Executive Headteacher and the Local Governing Committee should be mindful that they are accountable to the Deputy CEO and CEO.

Accountabilities

- Accountable to the Deputy CEO and the CEO for the professional leadership, strategic direction, and operational management of a number of primary schools in order to ensure that the schools' aims are implemented in accordance with the school improvement plan and the values and visions of Inspire Education Trust and the schools.
- Work collaboratively with the Headteachers and Inspire Local Governing Committees to develop a clear strategy that considers the views of all stakeholders.
- To have direct line management of a number of Inspire primary Headteachers.
- Support Headteachers to translate Inspire Education Trust's vision and priorities into agreed school objectives and operational plans.
- Develop school structures to maximise, improve and deploy both resources and expertise to raise achievement across all schools.
- Support the Deputy CEO and relevant school leaders to build capacity where needed.
- Ensure talent spotting is integral to both strategic planning and professional development and effective succession planning at all levels across the schools.
- Build in regular opportunities for cross-schools and cross-leadership working to maximise strengths and develop further joint working.
- Ensure financial stability across all schools through improved economies of scale that meet the needs of the schools and support increased capacity, growth, and development.
- Ensure schools are compliant with safeguarding and Health & Safety expectations.



Professional Conduct

- Consistently demonstrate high standards of principled and professional conduct both inside and outside schools.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside Inspire schools.
- Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to his/her professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to Inspire and to the wider education system.

Leading teaching and learning/ outcomes and standards across the schools

- Develop and implement strategies, in collaboration with Central School Improvement Team, to ensure continuity of learning at all main points of transfer.
- Fully understand and be an advocate for Inspire's tailored curricula and pedagogical approaches.
- Ensure the continuous and consistent focus on improved pupils' achievement and progress, using data and benchmarks to monitor across/ between schools and nationally.
- Where the Inspire curriculum expectations have been agreed for the quality of education, ensure it is consistently implemented across the schools.
- Establish innovative creative, responsive, and effective approaches to high quality education.
- Set high expectations and set stretching targets for each school community.
- Support the monitoring, evaluation and review of schools' practices and promote improvement strategies.
- Robustly tackle under-performance at all levels across the schools.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Report accurately and regularly to the Deputy CEO.
- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure effective use is made of formative assessment.

Curriculum and Assessment – Trust & School

- Support with developing Inspire Curriculum principles (Intent) alongside Director of School Improvement for Curriculum & Teaching and Learning.
- Keep up-to-date with changes in national curriculum expectations and best practice.
- Provoke current practices where outcomes are not strong enough.



- Work collaboratively with secondary partners to ensure full transition of Inspire curriculum.
- Ensure effective implementation of the Inspire assessment framework which informs and drives educational standards. Ensure a school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure the schools are providing a range of extra-curricular activities which provide a broad and well-rounded education.
- Ensure the broad, structured, enriched, and coherent Inspire curriculum entitlement, which sets out the knowledge, skills and values that will be taught for EYFS and Key Stages 1-2, is well implemented.
- In collaboration with Headteachers, monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with School and Trust policies and procedures.

School Culture

- Establish and sustain the school's and Trust vision, ethos, and strategic direction in partnership with the Local Governing Committee to inspire and motivate the school community and sustain school improvement.
- Create a culture where pupils experience a positive and enriching school life that takes account the richness and diversity of the school's communities.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their future.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- Ensure a culture of high staff professionalism.
- Establish a school culture where positive children and staff wellbeing is promoted.
- Promote equal opportunities for all staff and pupils in line with the Equality Act 201

Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the Trust's Relational Behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

Additional and Special Educational Needs and Disabilities

- Ensure the schools hold ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the schools works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties regarding the SEND code of practice.
- Knowledge of effective strategies for teaching pupils with SEND.



- Ensure that SEND is an integral part of all the school's policies, strategic priorities, and initiatives.

Developing self and working with others

- Use innovative ideas to ensure Inspire schools are outward facing and visionary.
- Promote and maintain a culture of high expectations and continuous improvement for self and others.
- Create and deliver a culture of ambitious outcomes and high performance for all staff recognising and celebrating success.
- Continuously challenge leaders within Inspire to be innovator, developers and deliver best practice.
- Ensure staff have access to high-quality, sustained professional development opportunities – making full use of the Inspire training offer - aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of all staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programs to build capacity and support succession planning.
- Ensure that all staff are engaged with the school's key improvement priorities and the development of the school and Trust's visions and values.
- Have a duty of care to and ensure both self and others achieve an appropriate work/ life balance.
- Regularly self-evaluate, set personal targets, and take responsibility for own personal professional development, including keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum.
- Lead performance management on behalf of the Deputy CEO for identified primary Heads.

Organisational Management

- Can field questions and queries for the Deputy CEO for Inspire primary Heads. Feeding back in a timely way to the Deputy CEO current challenges schools face.
- Ensure the ongoing development of an organisational structure which reflects Inspire values and priorities and enables highly effective and efficient operations, that allow for future growth and work effectively in line with legal requirements.
- Ensure the protection and safety of pupils and staff through effective approaches to health and safety, including safeguarding, as part of the duty of care, in accordance with the Trust and school's policies.
- Support the Deputy CEO to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- Support Headteachers to ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Support Trust recruitment, retention activities.

Continuous School Improvement



- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement, in collaboration with Central School Improvement Team, as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Securing Accountability

- Consistent with the Inspire primary priorities, enable everyone to work collaboratively within the schools and across the wider Trust.
- Ensure individual staff accountabilities are clearly defined, understood, agreed, and recorded.
- Work with the Deputy CEO, School Improvement Team and CEO to enable it to meet its statutory responsibilities and those defined in the Inspire's Scheme of Delegation.
- Ensure every individual child has access to high quality teaching and learning.
- Seek validation from external Quality assurance of Inspection.

Working in Partnership

- Create and promote positive strategies for challenging racial and other prejudice through leading the Headteachers in the schools.
- Ensure a range of community-based learning experiences are available across and within each school.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Develop, where suitable, joint community events that promote the ethos of the schools and Inspire.
- Work cohesively with fellow professionals and schools within the Trust and other educational establishments in a climate of mutual challenge and support sharing effective practice and promoting innovative initiatives to improve outcomes.

Strategic Cross Trust Leadership Aspect

- To take strategic responsibility and line management of a key Trust development area, as identified by the Deputy CEO, dependent on need.
For example, Safeguarding, Attendance, Assessment, Relational Behaviour etc.

The Executive Headteacher, in consultation with the Deputy CEO and School Improvement Team, may be asked by the Trust to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.



ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



Inspire Education Trust

Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

- Arley Primary School, New Arley, Warwickshire (2024)
- Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
- Clifford Bridge Academy, Binley, Coventry (2015)
- Frederick Bird Primary School, Hillfields, Coventry (2024)
- Hearsall Community Academy, Earlsdon, Coventry (2017)
- Stockingford Academy, Nuneaton, Warwickshire (2019)
- Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
- Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"

OUR TRUST

- Arley Primary Academy
- Blue Coat Church of England School & Music College
- Clifford Bridge Academy
- Frederick Bird Academy
- Hearsall Community Academy
- Stockingford Academy
- Walsgrave Church of England Academy
- Whittle Academy

KEY FACTS AT A GLANCE

- 7 PRIMARIES & 1 SECONDARY
- MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS
- 5,000 PUPILS AS OF JAN 2024
- 709 STAFF
- OPERATING OVER 2 LOCAL AUTHORITIES

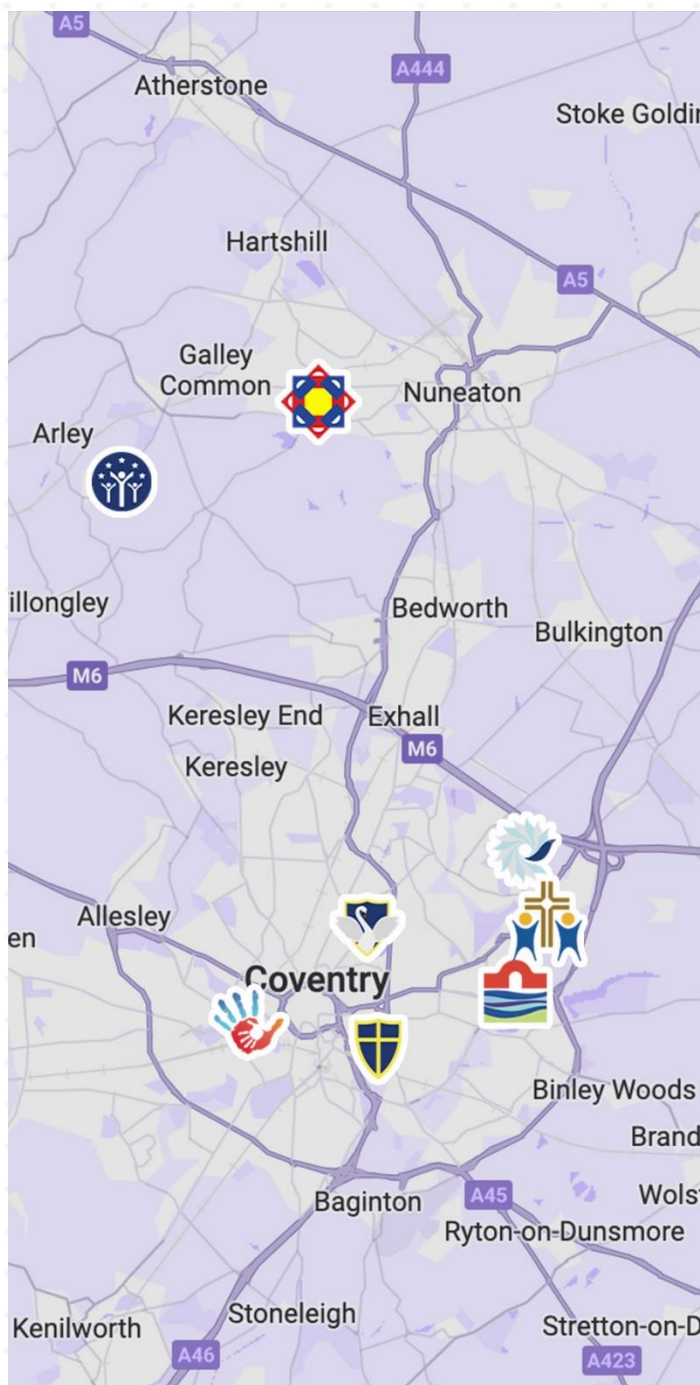


The mission statement for our Trust is “Together we achieve, individually we grow’. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that “**Expectations Shape Outcomes**” and we expect the very best for all members of our school’s communities.





OUR VISION

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported, and developed. Together, we will live life in all its fullness.

This Vision sets the aspiration for everything we do.

For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

OUR SCHOOL'S VISION

| | | | | | | | |
|---|---|---|---|---|--|---|---|
| ARLEY PRIMARY ACADEMY | BLUE COAT SCHOOL | CLIFFORD BRIDGE ACADEMY | FREDERICK BIRD ACADEMY | HEARSALL COMMUNITY ACADEMY | STOCKINGFORD ACADEMY | WALSGRAVE ACADEMY | WHITTLE ACADEMY |
|  |  |  |  |  |  |  |  |
| New beginnings, endless possibilities | Living life in all it's fullness. | See you at the top | Aspire and achieve | Reach your true potential | Nuturing hearts, Inspiring Minds, Shaping Futures. | Together we thrive | Soaring Beyond What We Imagine Possible |



OUR VALUES

Our values drive our behaviours, decision making and ambitions:

Inclusive: We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture: We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

Servanthood: We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership: We work collaboratively, recognising we achieve more together than on our own.

Integrity: We are open, honest and have strong moral principles which we use to guide us.

Respect: We show care, consideration, and courtesy for ourselves and all around us.

Excellence: We always strive to be better in order to become first class in all we do





STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



External coffee van visits site for staff use



Flexible and generous approach to family appointments, children's events, nativities, sports days etc



Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)



Opportunities for staff to get involved in sport and physical activity



An annual flu jab for all staff available upon request each winter.



Opportunities for career development always considered



Calendars regularly reviewed with staff workload in mind



Measured approach to lesson drop-ins



No Student or class data collected for data's sake



Staff marking & workload group to guide and develop policy



Prayer and worship time across our CofE schools



Communications protocol which promotes a healthy work life balance



8 free external counselling sessions for all staff



Cycle to work scheme



PPA time designed to promote a healthy work life balance



Approachable Senior Leadership Teams



Dedicated classroom wherever possible for all teaching staff



Staff social events (e.g staff quiz)



Free Wellbeing App Subscription



Staff wellbeing champion network of support



Time off available for staff wellbeing



EAP (Employee Assistance Programme) - Health Assured



Staff wellbeing integral to the appraisal process.



Employer pension contributions of 23% + for teaching and support staff.



Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay



Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)



Gym and fitness membership discount through partnership with CV-Life (Leisure Company based in the West Midlands)



Access to trained mental health first aiders for all staff



PERSON SPECIFICATION – Executive Headteacher - Primary

| EXECUTIVE HEADTEACHER PERSON SPECIFICATION | | | |
|---|------------------|------------------|---|
| | Essential | Desirable | Evaluated AF: Application Form I: Interview P: Presentation |
| QUALIFICATIONS | | | |
| Qualified Teacher Status | X | | AF |
| Degree or equivalent | X | | AF |
| National Professional Qualification for (Executive) Headship (NPQH/EL) | | X | AF |
| EXPERIENCE | | | |
| Successful high level teaching experience and experience of leading within more than one school. | X | | AF, I, P |
| Considerable experience and expertise in developing practice in assessment and record keeping at whole school level to secure improved levels of pupil achievement and accelerated progress. | | X | AF, I, P |
| Successful leadership of whole school curriculum development and initiatives to raise achievement for all children through analysis and pupil performance. | X | | AF, I, P |
| A full understanding of the National Curriculum and its implementation. | X | | AF, I, P |
| An awareness of recent national initiatives aimed at raising achievement and school improvement strategies. | | X | AF, I, P |
| Practical evidence of links with other schools, educational establishments, and wider community to support transition and enhance teaching and learning and personal development across the whole school. | X | | AF, I, P |
| Knowledge of effective strategies for teaching pupils with SEN. | X | | AF, I, P |
| Understanding of and commitment to promoting and safeguarding the welfare of pupils. | X | | AF, I, P |
| Significant experience of leading lesson observations and providing quality feedback to teachers. | X | | AF, I, P |
| Financial understanding and/or management of budgets. | X | | AF, I |
| LEADERSHIP QUALITIES | | | |



| | | | |
|---|---|---|----------|
| An ability to establish positive working relationships with colleagues and pupils. | X | | AF, I, P |
| High level of initiative, self-awareness and interpersonal leadership skills. | X | | AF, I, P |
| Ability to work strategically and collaboratively with the Trust Leaders, school SLT's and Local Governing Committee's. | X | | AF, I, P |
| Understanding of effective budget planning and resource deployment. | X | | AF, I, P |
| Experience of performance management and supporting the continuing professional development of colleagues. | X | | AF, I |
| Successful involvement in staff recruitment, appointment/induction. | | X | AF, I |
| Initiate and manage strategic and continued improvement. | X | | AF, I, P |
| SELF MANAGEMENT SKILLS | | | |
| Proven ability to sustain and develop high-quality teaching and learning across the school to improve outcomes for children. | X | | AF, I, P |
| Knowledge of statutory requirements and the ability to ensure delivery within a broad, bal relevant and differentiated curriculum to suppo the whole child. | X | | AF, I, P |
| Chair meetings effectively. | | X | AF, I |
| PERSONAL QUALITIES | | | |
| Enthusiastic, honest, reliable, inspirational, resilient, and empathetic | X | | AF, I, P |
| A firm commitment to Equal Opportunities. | X | | AF, I |
| Committed to staff and pupil wellbeing. | X | | AF, I |
| Excellent communication and interpersonal skills. | X | | AF, I, P |
| Ability to remain positive and enthusiastic when working under pressure. | X | | AF, I,P |
| Meeting deadlines and managing own time effectively. | X | | AF, I,P |
| Confidence and commitment to direct, delegate develop and inspire. | X | | AF, I |
| Ability to buildand maintain good relationships. | X | | AF, I,P |
| Committed to personal CPD. | X | | AF, I,P |



MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the Tes website.

The closing date for applications is 23:59pm, Sunday 19th January 2025.

Applicants are advised to contact catherine.alexander-gamble@ietrust.org if they wish to organise a visit to the school/s.

Shortlisted candidates will need to be available for interview Tuesday 28th and Wednesday 29th January 2025.

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Josh Smith, Head of HR – Mobile 07355 031 427 or email josh.smith@ietrust.org

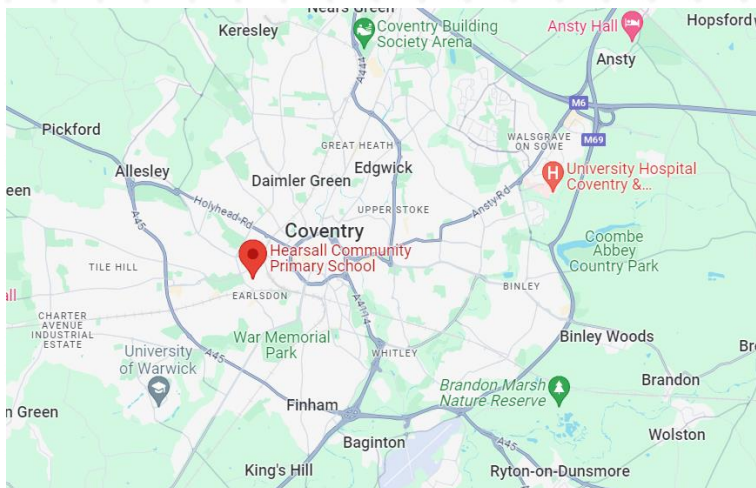
We look forward to hearing from you.





HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Hearsall Community Academy.



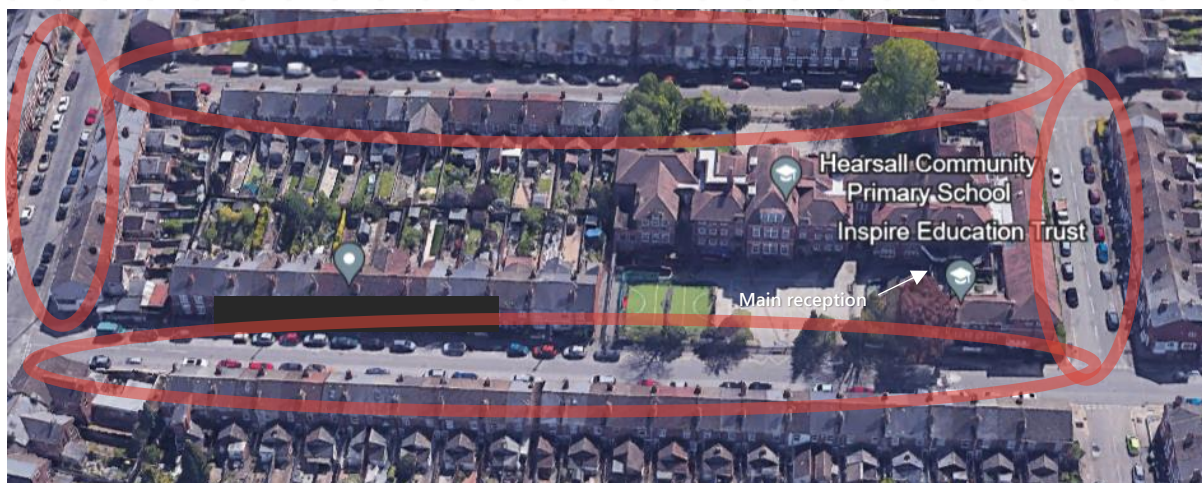
ADDRESS

Hearsall Community Academy
Kingston Road
Coventry
CV5 6LR

A 5-minute drive from Coventry Rail Station, and a 5-minute drive from Coventry city centre.

PARKING

We do not have on-site parking, however being in a residential area the roads surrounding Hearsall Community Academy will have spaces available, which you can park in. See below for guidance.





FREQUENTLY ASKED QUESTIONS?



How do I apply for a vacancy at Inspire?

All applications must be received electronically via our TES page. CVs may be accepted but will not replace the application form.

Top tips for writing my application for Inspire?

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

How does shortlisting work?

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates' protected characteristics.

When will my referees be contacted?

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

How will I be contacted if I am successful?

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

What is involved in the interview process?

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

Is there an onboarding process?

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

Is there a probation period?

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."



"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."



"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "





"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."



"I feel always cared for by school. It is a really lovely nurturing caring place to work."

"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."



RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



Inspire Education Trust

Together we achieve, individually we grow

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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